DOCUMENT RESUME

ED 200 316 PS 012 074

TITLE An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions.

INSTITUTION Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

SPONS AGENCY McInery Foundation, Honolulu, Hawaii.

PUB DATE Feb 81

NOTE 36p.; For related documents, see ED 196 549 and PS 012 006.

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Class Activities; *Enrichment Activities; Experiential Learning; *Field Trips; Parent Child Relationship; *Parent Participation; Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Primary Education; Program Descriptions; *Program Effectiveness

IDENTIFIERS Hawaii; *Project Follow Through

ABSTRACT

Designed to be used in conjunction with the original handbook (May, 1980), this addendum reports on a final series of activities (conducted during the first semester of the 1980-81 school year) that involved parents in primary school activities as part of the Hawaii Follow Through Project. A total of 243 parents participated as observers, learners, and resource demonstrators for the field trips and classroom projects. Descriptions of the 11 parent involvement activities included the following information: those who participated; ways the parents participated; significant highlights of the parent-child interactions; and the follow-up activities. (Author/JA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200316

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AN ADDENDUM TO

A HANDBOOK ON PARENT INVOLVEMENT WITH A FOCUS ON PARENTS' EDUCATIONAL AND SOCIAL DEVELOPMENT AND POSITIVE PARENT-CHILD INTERACTIONS

PS012074

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Hawaii State
Dept. of Education

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Office of Instructional Services
Department of Education
Hawaii Follow Through Project
State of Hawaii
February 1981

ACKNOWLEDGMENT

The Department of Education is deeply grateful to McInerny Foundation for providing funds to the Hawaii Follow Through Project to try out ideas and activities involving parents in school activities. McInerny Foundation funds were used to supplement the project's federal grant award to conduct special parent involvement activities focusing on (1) parents' educational and social development and (2) positive parent-child interactions.

The original handbook was published in May 1980 and distributed statewide; this is an addendum to the original handbook. The publications were made possible through the generosity of McInerny Foundation and the cooperative efforts of the Follow Through classroom personnel. Appreciation is extended to the Follow Through Project teachers, educational assistants, parents, and administrators who were most cooperative in trying out new ideas, techniques, activities, and curricular areas. Special efforts were made by the teachers and parents especially in trying out new activities together. The project staff assisted in documenting descriptive details on the parent-child interaction activities presented in the addendum.

FOREWORD

It is recommended that this addendum be used in conjunction with the original handbook published in May 1980. Reports on the activities included in this addendum may be helpful as guidelines for teachers and others interested in replication.

This addendum represents a final series of project activities that were conducted in the first semester of the 1980-81 school year to complete experimentation with parent-child interaction techniques started in 1979-80. A total of 243 parents have participated so far this year; another group of at least 50 parents is expected to participate in the spring. This adds to the 275 parents who participated in the 1979-80 school year.

The 1980-81 activities were as successful, challenging, and rewarding as those tried in the previous year. Some of the activities were replications of earlier attempts; these replications helped to confirm the replicability of the activities. Other activities were based on new ideas of the Follow Through project teachers; some activities were modified versions of earlier attempts. Attendance rates of parents at the activities were very high reaching a maximum number of 19 parents for a single classroom. Many of the parents had taken time off from their work schedule to participate in their children's classroom activities.

Success of the activities again confirm the interest of the parents in attending parent-child interaction type sessions during regular school hours. Parents participated as observers, learners, and resource demonstrators in their own areas of interest and talents. The classroom teachers, too, have expressed their pleasure and satisfaction with their experiences in the activities.

Janet Sumida, Coordinator
Lorraine Doi, Teacher
Hawaii Follow Through Project

HAWAII FOLLOW THROUGH PROJECT
A Parent-Child Interaction Activity:
A Trip to Ala Moana Shopping Center

Kaewai School

Teacher: Pamela Teruya
Educational Assistant: Violet Wong
Class/Grade: Room 4, Grade K
Date/Time: Thursday, December 11, 1980
8:30 a.m. - 2:00 p.m.

The trip to Ala Moana Shopping Center afforded the kindergarten children in Mrs. Teruya's class with numerous opportunities for the reinforcement of concepts dealing with colors and shapes. In addition to looking at the shapes and colors of different objects in the classroom, in the outdoor school environment, and at home, the children have been introduced to concepts involving the school and the parts of the school such as the classrooms, cafeteria, library, including the workers in the school.

The trip boards used on the trip were designed to enable the children to begin relating the Ala Moana Shopping Center to the whole, and the different kinds of shops at the center to the parts. They were also able to observe the various workers in a variety of shops such as department stores, drug stores and clothing stores.

The children were assigned to different committees which consisted of the following tasks: 1) looking at shapes in general, 2) looking at shapes found in the shops, windows, and doors, 3) looking at shapes found in the different signs as well as the shape of the signs, 4) looking at colors, and 5) looking at the stores and observing what is sold in the stores, noting if the stores sell the same kinds of things or a variety of things.

Both the parents and the children enjoyed "Santa's Secret," which was featured at the shopping center. Although the play proved to be slightly above the level of understanding for the children, it kept the children attentive and it served as another stimulus for interaction between the parents and the children.

The trip culminated with lunch at the Ala Moana Beach Park. The main objective for going to the beach was "to have fun." In addition to the children being able to participate in free play activities, a few "tired" parents were able to relax!

A. Parent Participation: Twelve parents accompanied the class on the trip. Included are mothers: Tina Tatupu, Delrena Marquez, Tasi Tuifao, Sina Afe, Sue Penitusi, Malia Aipopo, and Clementina Laufou (CA); grandmothers: Mrs. Simplicianc, Mrs. Natividad, and Mrs. Rojas; and a father, Mr. Sataraka.

B. How the Parents Participated:

1. Mrs. Teruya met with the parents two days before the scheduled trip. The session included the following:

   a. An explanation of the committee assignments; the questions noted on the tripboards were given and discussed. Each parent present was informed of the committee his/her child would be on.

   b. The parents were encouraged to focus on the children's tripboards and to serve as good listeners. Suggestions were given regarding how the parents could help to guide the children into expressing their ideas meaningfully and with relevance to the purpose of the trip.

   c. A part of the session was planned so that the parents could work on "fun things" such as making stocking faces or ornamental pins such as Santa pins. In learning to make the Santa pins, the parents would also be able to assist and/or appreciate the pins the children were to make at a later date. (Three parents visited the classroom and helped the children with their pins the week following the trip to the shopping center.)

2. A parent prepared a Samoan dish made with green bananas, curry, and freshly squeezed coconut milk for the parents and children to enjoy.

3. A few parents went food shopping with the teacher.

4. The parents assisted Mrs. Wong, EA, in making attractive Christmas tree name tags made of felt that were worn by the parents on the trip.

5. A few children and parents made new tripboards out of cardboard for the class in addition to assembling the worksheets for the tripboards.

C. Significant Highlights:

1. Prior to the trip, Mrs. Teruya held a brain storming session with the children with the purpose of learning how the children perceived the Ala Moana Shopping Center. She learned that of the 27 children in her class, 20 of them had visited the shopping center. Following are samples of questions raised or points of discussion and the children's responses:

Points of Discussion/Questions	Responses
How does one get to the shopping center?	1 child said boat 2 children said by train or choo choo car 1 child said skate board majority responded with car
What does "shopping center" make you think of?	big Santa, small rabbits, toys, shopping, roller skates, Christmas tree.
What do the stores at Ala Moana Shopping Center sell?	clothing, food

2. The parents appeared to enjoy interacting with the children as they strolled through the mall and the stores at the center.

3. The parents were exceptionally helpful and displayed a very positive attitude towards the children's educational experiences and the school.

4. When questioned about the trip, one parent responded with, "I was very tired from walking, but I really had fun and learned a lot with my daughter!"

5. Another parent stated, "The banana and coconut was yummy. All the parents and children really liked it!"

6. The teacher was very pleased with the trip. She enjoyed having the parents and would like to plan for another venture in the future.

D. Follow-up Activities and Plans:

1. Mrs. Teruya and the children talked about the trip as soon as they returned to the classroom. Following are the children's initial reactions and comments concerning their experiences:

   a. What do you remember about today? What made today special?

      - We went to Santa's Secret
      - We ate lunch and played
      - Played in the sand
      - Dug a hole
      - We saw the puppets
      - Went to Ala Moana Shopping Center
      - Say Santa Claus-make-believe Santa at Santa's Secret
      - Lights go on and off
      - Reindeer in window

- Santa opening the box with a computer inside and a toy
- Smoke come out
- Zip-snow-water on him
- Fixing Christmas tree and Santa came
- Fire came out
- Big (not-real) Santa upstairs
- Saw a big crab
- Sleeping on the bus
- Daniel made Chinaman's house

Comment: Many of the responses were related to the play that the children had seen. Other responses involved the children's experiences at the beach.

b. Why was it good, special to have parents with us today?

- Because they are looking at us talking to friends
- They give us food
- Got to hold their hands so we won't get banged or lost
- Parent give juice to everybody
- if children get lost, parents will look for them

c. What did you work on today?

- Sand-dug holes
- Deep hole--find water

Comment: As the children dug holes in the sand, four children, Queenie and Liona, and Malissa and Michael, responded to the question, "What would happen if you dug the holes really, really deep?"

These four children persisted in digging the holes, were delighted to discover the water at the bottom of their holes!

- Tripboards
- Finding shapes
  stores - jewelry, clothes
  shapes for the store
  doors/windows
  colors

2. Continue to help extend the children's learning experiences with ongoing activities focusing on language development. The children's responses serve as a basis for planning other activities.

A FIELD TRIP TO WAIPAHU CULTRUAL GARDENS

and

KALIHI POI MILL

Kaewai School
Teacher: Mrs. June Yamanuha
Student Teacher: Miss Shigezawa
Class: Room 6, Grade 3
Date: October 30, 1980

A. Parent Participants: Three parents, one grandparent, and one community aide (CA) accompanied the class on the field trip. They are Kathy Chang, Telesia Lui Yuen, Emerenciana Alegre, Gloria Nieto, and Clementina Laufou.

B. How the Parents Participated:

1. CA Clementina Laufou assisted in contacting the parents and encouraging them to attend the field trip.

2. The parents arrived early to meet with Mrs. Yamanuha who explained the purpose of the field trip, specific observations that were to be made, and instructions pertinent to how the parents could help the children with their trip boards.

3. The parents were assigned to accompany groups of 5-6 children. They sat on the bus and visited the gardens and poi mill together. The children and parents interacted freely with each other as the children worked on their trip boards.

C. Significant Highlights:

1. At the Waipahu Cultural Gardens, the parents and the children had an opportunity to see a taro farm with different varieties of taro such as Filipino, Japanese, Chinese, and Hawaiian taros.

   The parents appeared to be interested in the gardens as they tried to identify the varieties of taro with the children. They raised specific questions to find out how one can tell the differences between the various types of taros.

   The children had assisted the teachers in making poi mochi in school prior to the trip and were able to see the Hawaiian taro which is the source of the poi.

2. The children and parents were able to observe and compare a dry taro patch with a wet one.

3. This was a first experience for many of the parents who had never seen tapioca roots and the tree that produces gourds which are

used by the hula dancers.

4. At the Kalihi Poi Mill, the parents and children appeared to be interested in seeing the different kinds of machines that are used to process taro into poi.

   They saw huge ovens and machines that are used to cook and strain the taro. This provided direct experience for the children, who had seen a video tape focusing on how the machines work, prior to their field trip.

   One parent stated that she had worked in a poi mill in Samoa. She was impressed by the machines that are used to clean and peel the taro because she had to carry out these procedures by hand.

5. The parents interacted with the children as they reviewed the explanations and read the instructions on the trip boards to the children.

6. During the bus ride, the engine of the bus became overheated and it was necessary for the driver to change buses. The parents were most helpful as they gathered and reassured their groups of children. They played games such as counting the numbers of trucks, cars, and pointing out other observations to help pass the time as they waited for another bus to arrive.

D. Follow-up Activities and Plans:

1. The children made a book, at their request, which included drawings and stories focusing on interesting things about the trip.

2. The children shared their stories with each other.

3. The teacher helped to clarify questions that were raised and the children completed their trip boards.

4. Thank you letters were written to the hostess at Waipahu Cultural Gardens and the host at Kalihi Poi Mill.

5. The children will continue to do research in their assigned committee such as workers, transportation, history, uses of taro, and farming.

6. The experiences and knowledge gained from the trip will serve as a basis for further planning for meaningful learning experiences. Parents will be invited to attend other field trips in the future.

HAWAII FOLLOW THROUGH PROJECT
KAEWAI SCHOOL -- A PARENT-CHILD INTERACTION ACTIVITY
A TRIP TO PARADISE BIRD PARK
Teachers: Mrs. C. Kaakimaka and Mrs. C. Masaki, Rooms 7 and 5, Grade 1 and 2
Educational Assistants: Mrs. S. Cariaga and Mrs. K. Munos
Date: Thursday, October 24, 1980
Time: 8:30 a.m. - 1:30 p.m.

The trip to Paradise Bird Park was part of an "on-going unit" focusing on the study of animals. The children had visited the zoo earlier in the school year. Grade 1 children were in the process of learning to categorize the different types of animals. Grade 2 children focused on specific characteristics of animals.

A. Number of Parent Participants: 8 parents and 1 uncle: Estrelita Cabasug, Clementina Laufou, Kathy Chang, Vaelua Piliati, Faga'a Salave'a, Rose Pou, Georgie Ann Puahi, Taupale Tuitele, and Darryl Kuoha (an uncle)

B. How the Parent participated:

1. CA Mrs. Laufou assisted the teachers and EA's in the recruitment of parent participants.

2. Parent Pam Bista, who was unable to go on the trip, and Estrelita Cabasug made name tags for the children.

3. The teachers met with the parents to discuss the trip, its purpose, use of the trip boards, and group assignments on the a.m. of the field trip.

4. During the field trip, the parents provided assistance in the following areas (each parent was responsible for a group of 3-4 children):

a. recording information on the trip boards as reported by the children.

b. reading, explaining, and clarifying signs that were posted throughout the park.

c. supervising the children on the bus; ensuring their comfort and safety.

d. helping with bathroom supervision.

e. eating and socializing with their own groups of children at lunch time.

C. Significant Highlights:

1. Mrs. Salave'a, who did not plan to go on the trip, changed her

C. Significant Highlights (cont'd):

mind on the moring of the trip because her son had insisted that she join the group. She told the teacher that she had learned much and was "really happy that she had gone with them to the park."

2. Both Mrs. Cabasug and Mrs. Piliati stated that they "looked forward to the trip because they had never visited the bird park."

3. The parents were heard making the following comments as they interacted with the children:

   a. This is in reference to a group observing a bird climbing a tree:
   Parent: "Look at what is happening. How is the bird getting up there?"
   Child: "Oh, he's using his beak."
   Parent: "What else is he using to climb the tree?"
   The parent helped the child to extend his learning by directing his observations.

   b. Another parent asked a child to look at a bird's feet. As the child did this and responded with the fact that the bird's feet were webbed, the parent asked, "Why are the feet were webbed?" The child responded, "To help the bird swim."

   c. Parents asked questions which focused on the trip boards such as:
   "Did you see . . .?"
   "What are the birds eating?"
   "Is the food the same as our food?"

4. Visitors to the park interacted with the children. The children were observed explaining the purpose of the trip to them. They shared their trip boards with the visitors. One visitor commented, "Aren't you lucky that your teachers take you on trips!"

5. Several parents commented on being surprised to learn that the children were knowledgeable about the different animals, were independent, and could be very responsible.

6. A child became ill on the trip. It was helpful to have the parents available to assist the teachers with the sick child, as well as ensure that the other children were adequately supervised and able to enjoy the trip.

7. Observing children on a field trip was a "first experience" for an immigrant parent.

C. Significant Highlights (cont'd):

8. The children were able to observe and identify different categories of workers at the park.

D. Follow-up Activities and Plans:

1. The children wrote stories and drew pictures focusing on what they learned and enjoyed at the park.

2. Plans for continued follow-up include:

a. discussing the different kinds of animals and birds and charting and graphing the information.

b. comparing animal and human nutrition.

c. comparing characteristics of mammals and birds.

d. studying the life cycle of birds.

e. conducting research on why some birds cannot fly; how birds move about in a tree, etc.

f. studying about workers in the park.

HAWAII FOLLOW THROUGH PROJECT
A Parent-Child Interaction Activity: A trip to Waiamea Falls Park
Kaiulani Elementary School

Teachers: Shirley Akio a and Alohalinda Tongg
Educational Assistants: Cathreen Lum Lung and Gladys Shiroma
Class/Grade: Rooms 11 and 12; Grade Kindergarten
Date: Friday, November 14, 1980; 8:30 a.m. - 1:30 p m.

The kindergarten children in Rooms 11 and 12 at Kaiulani School have been learning about how things change. They had taken walking trips to observe living and non-living things. The trip to Waiamea Falls Park provided them with numerous opportunities to observe and discriminate between living and non-living things. The trip also served to re nforce concepts focusing on shapes and colors.

A. Parent Participants: A total of 28 parents (including CA Barbara Shiraishi) participated in the trip to Waiamea Falls Park. The parents are: Raymond Belda, Yvonne Kaiahua, Sunrise Monterde, Mrs. Aquino, Angelina Gonzspe, Sundae Kekumu, Thomas Zamorah, Mr. Scanlan, Mrs. Scanlan, Rogelio Taong, Celedonia Taong, Milita Ayento, Estrelita Bernardino, Deborah Sanchez, Foini Tanoa, Lydia Tumacder, Gloria Atanes, Lise Keo, Diane Kobuke, Charlotte Matapua, Caferina Pasion, Anton Rodrigues, Lele Sataua, Georgina Sullivan, Joanell Torres, Abbie Edu, Loreta Yanuaria, Barbara Shiraishi.

B. How the Parents Participated:

1. A few parents assisted the teachers and EA's by encouraging and reminding other parents to participate in the field trip. CA Barbara Shiraishi also contacted parents.

2. On the morning of the trip, the parents met with the teachers to discuss the trip. The discussion included the purpose of the trip, specific and general observations that were to be made by the children, how to assist the children with their trip boards, and a review of the rules of conduct on the bus and at the park. (Some non-working parents met with the teacher the afternoon before).

3. Several parents carried the supplies to and from the bus.

4. At the park, the adults and children were divided into 3 groups. One group hiked to the falls, while the remaining 2 groups elected to ride the mini bus in addition to hiking. Each parent was assigned to accompany 1-2 children.

5. The parents assisted and played Hawaiian games; ulu maika (bowling), toss-a-spear, and shoot with a bow and arrow with the children.

6. The parents assisted the children with lunch and bathroom routines. They joined the children for lunch.

C. Significant Highlights:

1. The children enjoyed having the parents' attention throughout the trip.

2. Many parents were exceptionally excited about the trip since it was a first experience for many of them.

3. Because they received sufficient advance notice, several fathers were able to arrange to attend the field trip. One father exchanged his day off with a fellow worker so that he could be with his child.

4. Mr. Zamora, a father who was expecially enthusiastic, demonstrated leadership ability. He played the uke and encouraged all of the children and parents to sing together. He succeeded in encouraging a very shy parent to sing, laugh, and communicate more freely with others.

5. Parents, Sundae Kekumu and Thomas Zamora, demonstrated concern for other parents. When they noticed that another parent was experiencing difficulty in managing a particular child, they asked the parent to exchange children with them. This gesture made it possible for the parent to interact positively with the children under her care.

6. The parents and the children worked on their trip boards and ate lunch together. After lunch, several fathers supervised the children at free play. This provided opportunities for the teachers, EA's, and CA to interact with the parents. Parents also communicated with each other.

7. Several parents have asked the teachers about the "next field trip" and have indicated a strong interest in participating again. A number of parents continue to remind the teachers that they enjoyed the trip when they pick up their children after school.

8. One father swam and dove into the pool at the falls to give the children "a treat".

D. Follow-up Activities and Plans:

1. The children have learned many new vocabulary words such as waterfalls, bride, peacock, peahen, peafowl, spear, Black-eyed Susan, bow and arrow, boar, etc. which are now meaningful to them.

They have been learning how to categorize living and non-living things as the teacher writes the words on the chalkboard.

Although the majority of the children are unable to read, a number of children are able to identify specific words that are listed on the board.

2. The children have been divided into four committees--animals, games, plants, and water. They will continue to extend learnings through continued discussion and beginning research skills.

3. The children and adults reviewed and discussed stories that were told to them by the guides at the park. They learned that Captain Cook brought the first goat to Hawaii and that wild boars roam the mountains.

4. The children drew pictures and dictated their stories.

5. The children drew a mural which portrays the entire Waiamea Falls Park.

6. Plans include:

   a. compiling a booklet made up of the children's pictures and dictated stories.

   b. writing thank you notes to the McInerny Foundation for making the trip possible.

HAWAII FOLLOW THROUGH PROJECT
Kaiulani Elementary School
Parent-Child Interaction Activity

A Trip to Waiamea Falls

Teachers: Lillian Lau, Frances Miyoshi, and Eva Yonemori
Educational Assistants: Rosaline Maiola and Janice Simon
Classes/Grades: Room 21, Grade 1; Room 22, Grade 1; Room 14, Grade K and 1
Date/Time: Tuesday, November 25, 1980; 8:30 a.m. - 2:00 p.m.

Shortly after Halloween, Mrs. Lau had read a story about a farmer who had planted pumpkin seeds and had cared for the growing plants. During the follow-up observation and cooking activities, the children had the opportunity to clean and observe the pumpkin carefully. The seeds were salted and dried in preparation for eating. As the children and the teacher focused on the seeds, a question was raised as to whether or not the salted, dried seeds would grow. To find out, the seeds were planted, watered, and observed daily.

At the same time, the group decided to find out if corn kernels that are used to make popped corn would grow. Unfortunately both the pumpkin seeds and the corn kernels failed to grow. The children were rather disappointed in the results.

Meanwhile, a parent, Mrs. Matapua who assists the children in the classroom daily, explained that she could not be in school on a given day because she had to transplant her taro plants. Because of the interest shown by the class, Mrs. Matapua brought taro shoots and cuttings to school. She showed them how to root the cuttings and shoots in water. The rooted taro plants were planted for the children to care for and measure regularly.

Growing things became the focus of study. Waiamea Falls Park would provide an ideal setting for the children to observe and appreciate growing things in their natural environment.

The teachers and EA's in Rooms 21, 22, and 14 had taken another group of parents to Waiamea Falls previously and were well aware of the valuable experiences that could be gained by the children and parents from a tour through the lush foliage at the Waiamea Falls Park.

A. Parent Participation: A total of 33 parents participated. They were Lorraine Pepee, Segundina Carman, Heini Langi, Linda Lum, Lois Waiau, Salaia Salavea, Lise Keo, Amy Chun, Redenia Kalaluhi, Katherine Martin, Mrs. Akau, Mrs. Mew, Elizabeth Hayme, Tafale Tupuola, Mrs. Geronimo, Mrs. Mene, Mrs. Tuola, Mrs. Edu, Mrs. Grace, Janice Estavillo, Mrs. Fata, Sasa Teo, Mr. and Mrs. Quinton, Violeta Corbillon, Faleteine Faletia, Pepe Malepeai, Charlotte Matapua, Damiana Pintor, Regina Rogers, Rose Tadio, Maria Vallejos, and Barbara Shiraishi, CA.

B. How the Parents Participated

1. Barbara Shiraishi, CA, assisted the teachers and EA's in contacting the parents.

2. The parents met with the individual teachers to discuss the trip. The teachers focused on what the parents and children could be aware of: how plants could be used as food, the different types of plants such as bushes and trees, and how to help the children with their trip boards. The groups also reviewed routing procedures focusing on supervision of the children to ensure safety.

3. Each child teamed with his/her own parent and was encouraged to select another child for a parter. Therefore, each parent was responsible for two children through the entire trip.

4. A few parents assisted the teachers and EA's by writing the children's names on their packaged lunches.

5. The parents pointed out the different plants and animals to the children. There were many plants that were familiar to the parents such as taro and breadfruit.

6. They assisted the children as they got on and off the trams.

7. Mrs. Martin and Mrs. Waiau assisted other parents who needed help.

8. The parents observed the children play games such as ulu maika and toss-a-spear that are featured at the Waimea Falls Park.

C. Significant Highlights

1. Although the majority of the parents tended to be rather reserved and quiet, they appeared to be enjoying the trip as they walked and rode through the park at a leisurely pace.

2. Several parents took the day off from work to join their children on the trip.

3. The weather was "perfect" for the trip. The teachers, EA's, and a few parents recalled how it rained when they had toured the park during the past school year.

4. The teachers could circulate more freely, observe, and interact positively with the parents and children as they made their observation of growing things.

5. There were no behavior problems evident throughout the entire trip.

6. The groups were small enough so that each participant was able to hear the guides clearly as they informed the parents and children of the different kinds of plants and animals in the park.

7. The children enjoyed seeing some of the animals move about freely in the park. This enabled them to approach the animals within a safe distance. The parents cautioned the children not to touch the animals.

8. Both the children and parents enjoyed feeding the birds.

9. The parents seemed to enjoy being in charge of their groups.

10. Many parents as well as the teachers and EA's found it interesting to learn that a sweet potato grown in a confined area such as a circular container tends to be round and is generally sweeter than the potatoes that are long in shape.

11. During the trip, lunches for 2 individuals were lost. The parents willingly shared their lunches with them upon learning about their misfortune. This gesture by the parents seemed to bring the group close together.

D. Follow-up Activities and Plans

1. Upon returning to school, the parents assisted the children in completing their trip boards. One group took their trip boards home since the parents felt that they needed more time to complete them. When the children returned to school the next day, they pointed out that their parents had made many suggestions regarding items that could have been included on the trip board. The teachers were especially pleased with their suggestions, and they plan to utilize their ideas.

2. Some children wrote creative stories about their trip. Other children drew pictures and dictated their stories.

3. The teachers plan to continue extending the children's vocabularies to promote language development.

4. One teacher plans to have the children in her class work on a mural.

5. The parents will be invited to serve as resource persons to help with planting breadfruit and taro, cooking taro leaves, and making poi from the taro. Hopefully, Mrs. Matapua's taro plants that were grown in class will be matured in the spring.

6. Several parents have suggested that the teachers and EA's plan a follow-up pot luck get together.

HAWAII FOLLOW THROUGH PROJECT
A Parent/Child Interaction Activity: Indoor/Outdoor learning Centers
Palolo Elementary School

Teachers: Jean Fujii, Bettie Kahn, and Eunice Fong
Educational Assistants: Joyce Logan and Angeline Naki
Class/Grade: Room A-1/2, Grade K-1
Date: Thursday, November 20, 1980

A. Parent Participation: 21 Parents participated in the learning centers activity. They are Edwina Santa Monica, Josanne Wong, Julia Futi, Betty Beebe, Jamie Ching, Gloria Davis, Danette Solomon, Saysamone Inthasone, Ana Pene, Milovale Savelio, Wallace Inglis, Flo-Ann Corpus, Jerida Villaruel, Ana Lutali, Anthony Santa Monica, Cynthia Young, Aliitasi Mamea, Barbara Pada, Helen Wise, Juliet Kaleimamahu, and Florence Huihui, CA.

B. How the Parents Participated: The A-1/2 indoor/outdoor learning centers activity included: 1) gardening, 2) block building, 3) game making, 4) painting, and 5) cooking centers.

1. Gardening Center: A father, Mr. Inglis, instructed, supervised, and worked with 4-5 children who helped him in the preparation of a garden plot which is to be enclosed with hollow tiles and filled with top soil. The children assisted the parent with the shoveling and weeding as the parent loosened the soil with a pick and shovel.

2. Block Building Center: Adequate space was provided for the parents and the children to participate in the block building center together. The parents talked with the children as they decided what to build.

3. Game Making Center: The parents worked with the children in preparing materials for language and math games which foster language development and reinforce math concepts taught in class.

   a. The parents cut fish patterns out of construction paper and wrote words (from a list provided by the teachers) on the fish with the children.

   b. The parents and the children colored pictures and pasted them onto the game boards.

   c. They made dice out of styrofoam.

   d. The parents and children enjoyed playing the games together. They requested from and served as checkers for each other.

4. Painting Center: The parents learned to mix the primary colors

as the children instructed them on how to use the materials that were set up for painting. They discussed what they planned to paint with the children.

5. Cooking Center: The parents and the children each rolled dough for individual miniature pies. The parents showed the children how to roll the dough and assisted them in placing the dough in the pie pans. The parents were encouraged to reinforce language development with words such as rolling pin, rolling the dough, pastry cloth, cutting board, etc.

6. A group of parents assisted the EA's in packaging lunches for the children and their parents. They also helped with the serving.

C. Special Highlights:

1. The parents worked closely with the children who remained with them as they progressed diligently in completing the activities they were involved in. The children's attention spans seemed to be longer as they became engrossed working with the parents.

2. The parents and children enjoyed receiving door prizes. Every participant received and appeared to be delighted with his/her prize.

3. The teachers and EA's were pleased to have the opportunity to meet a large number of parents in a positive setting.

4. The children were happy to have their parents come to school.

5. One child, whose parent arrived late, was found outdoors waiting for her mother to arrive. The mother later remarked that it was very important to her children that she participate in the school activities involving parents.

6. The parents were pleased to learn that they could take home the games that they had made with the children. The games were sent home with their children on another day.

7. Each child took home a pie. An additional pie was provided for each parent who participated in the learning center activity.

8. The children, parents, and other adults were excited to learn that the day's activity would be featured at 5:30 p.m. on KITV TV Station. Unfortunately, the activity was not featured due to technical errors at the station.

9. All participants agreed that this was a very successful parent-child interaction activity!

10. One father, who could not come to the activity, stopped in to

observe the activies. He appeared to be impressed by what he saw.

11. It should be noted that A-1/2 had a substitute teacher for Jeanne Fujii who could not be present for the learning center activity. During the course of the activity period, the substitute teacher met with different groups of children to provide reading instruction. Despite the fact that there were 5 centers in session, a large number of adults circulating throughout the room, and a TV camera man taking pictures of the activities, the children were able to focus their attention of the instruction being given by the substitute teacher.

D. Follow-up Activities and Plans

1. The teachers plan to meet with the children to discuss the learning center activity. Stories dictated by the children will be written on a language experience chart. The children will be encouraged to draw pictures and dictate or write their stories. A newsletter featuring these stories and drawings will be sent home to all of the parents of the children in A-1/2.

2. The children will also dictate or write stories using the polaroid snap shots.

HAWAII FOLLOW THROUGH PROJECT
A Parent-Child Interaction Activity: Select-a-Book Activity
Palolo Elementary School

Teacher: Edith Miyahara
Educational Assistant: Florence Tumacder
Class/Grade: Room A-4; Grade K
Date/Time: Monday, November 21, 1980; 9:00 a.m. - 12:00 noon

Resource Speaker: Dr. Margaret Gillespie

A. Parent Participation: A total of 18 parents and relatives (17 parents and 1 aunt) participated in the Select-a-Book activity. Included are Joo Kyung Lee Song, Cynthia Young, Josanne Wong, Krisdiana Berg, Mrs. Peuangvangsa, Mrs. Futi, Constance Eguires, Mrs. Cabanilla, Ana Pene, Finau Mafi, Wendy Kamauana, April Amina, Yangsook Choi, Julie Fiatoa, Somphit Srisouraj, Barbara Pada, Ms. Broad, and Florence Huihui, CA.

B. How the parents Participated:

1. The parents listened to Dr. Gillespie who provided them with information on how to help their children select their books. The parents were encouraged to be aware of the following as they browsed through the books with the children: 1) the author's name(s), 2) the illustrations and colors used, 3) the subject matter, and 4) the words used in the stories such as those used in repetition and rhyming.

2. There was much interaction as the parents assisted the children with their selections.

3. The parents assisted the teacher in arranging the tables and preparing the classroom for lunch.

4. They accompanied the children to the cafeteria for their lunches and returned to the classroom to eat with the children.

5. A few parents assisted in serving the dessert.

6. Other parents assisted with the clean-up and straightened out the classroom.

C. Significant Highlights:

1. Several parents commented on how much they had learned from Dr. Gillespie.

2. Parents were heard discussing the different books with their children.

3. The children told the parents what they liked about the books they had selected.

4. A few books such as Fat Cat and Caterpillar were rather popular with the children.

5. A number of parents indicated an interest in purchasing the books. Dr. Gillespie gave them suggestions as to how they could do this.

6. According to one parent, "All of the parents looked as if they really enjoyed the activity!"

7. The children appeared to be eager to browse through the books.

D. Follow-up Activities and Plans:

1. The teacher and EA plan to continue helping the children learn to appreciate and value books in the following ways:

   a. Help children realize that there are different kinds of books. Some books are sad, others may deal with fantasy, facts, and fun.

   b. Review how books may be read for enjoyment, as a source of information, for the stories that are told by the pictures, and for adults to read to children.

   c. Review and discuss rules concerning the care of books:

      1) Treat books with respect; they are our friends.
      2) Handle books with clean hands.
      3) Turn the pages with care.
      4) Books are not to be cut, torn or written on.
      5) Library books should be returned promptly. In this way, another child may be able to enjoy the book.

2. The children are eagerly waiting for the books to arrive from the mainland.

3. Attitudinal changes have been noticed by the teacher. The children have been observed handling books with greater care and more children tend to select reading books during the activity period.

HAWAII FOLLOW THROUGH PROJECT
A Parent-Child Interaction Activity: A Class Picnic
Palolo Elementary School

Teacher: Carol Nishiki
Educational Assistant: Joyce Logan
Class/Grade: Room A-3; Grade 1
Date/Time: Wednesday, November 26, 1980; 8:45 a.m. - 12:00 noon

Mrs. Nishiki, Mrs. Logan, and the children planned for the class picnic together. They decided on the menu for lunch and the games that were to be played. The parents were invited to join the class in preparing the lunches for the picnic as well as in enjoying the games that were to be played.

On the day of the picnic, stations were set up for the preparation of dishes such as sandwiches, fruit mix, spam, musubi (rice balls), and juice. The games that followed included a wheel barrel race, a treasure hunt, and a balloon race.

A. Parent Participation: 8 parents participated in the picnic activity. They are Jean Tayabas, Nani Waialeale, Yvonne Nono, Sung Hwan Kim, Somphit Srisouraj, Wanda Faria, Hyong Sook Kim, and Barbara Pada.

B. How the Parents Participated:

1. The parents signed up for and worked at the food stations to prepare the different dishes with the children.

2. They instructed the children on how to prepare the food.

3. A few parents helped the children make signs to indicate the different kinds of sandwiches.

4. During the games, the parents participated as partners with the children and/or served as group leaders. They assisted the children in reading the directions for the treasure hunt and gave directions as needed.

5. The parents enjoyed eating lunch with the class.

C. Significant Highlights:

1. The quality of the praises made by the parents was sincere and very positive. They were very patient with the children as they encouraged them to peel the carrots, cut the sandwiches, and shape the musubis (rice balls).

2. One parent stated that she especially enjoyed working with small groups of children. She added that she "didn't realize that it would be so much fun!"

3. There were 3 parents who said very little because of language differences. However, they spoke to their children in their native tongues and appeared to be enthusiastic and interested.

4. One father was observed explaining how to cut the fruit as he sat with a small group of children around him.

5. The children said that they liked the jello best; however, they also enjoyed the tuna sandwiches.

6. For a number of children, making and eating musubis was a new experiences. One child said that he wanted one more musubi, but took two because he had learned to like it.

7. Several children returned for second servings.

8. All of the games were fun! The children were especially delighted with being able to run with and sit on the balloons.

D. Follow-up Activities and Plans:

1. The children wrote or dictated stories to go with the pictures that they drew.

2. The teacher and EA will help the children continue to extend their reading and writing and speaking vocabularies; new words included: musubi, grasshopper, potato, lady bugs, treasure hunt, sandwiches, and stations.

HAWAII FOLLOW THROUGH PROJECT
A Parent-Child Interaction Activity:
Tie Dying

Palolo School

Teacher: Jean Iwamuro
Educational Assistant: Amelia Lewis
Class/Grade: Room B-7, Grade 2
Dates/Times: Thursday, November 13, 1980; 12:45 - 2:15 p.m.
Friday, November 14, 1980; 8:30 - 10:00 a.m.

The 2-day tie-dying activity consisted of: 1) tying white T-shirts with rubber bands as well as pieces of cord, string, hemp, and macrame on November 13, followed by 2) a 2-color (tangerine and royal blue) dying process on November 14. Each child in the class received a McInerny funded shirt which he/she designed. There were sufficient adult sized shirts for a number of participant parents; others brought their own shirts to be tie dyed. Refreshments were served on the second day.

A. Parent Participation: A total of 11 parents and other family members participated in the activity. This included 6 mothers, 2 fathers, 1 grandparent, 1 aunt, and 1 sister. They are Barbara Pada, Mrs. Kamihara, Karen Young, CArol Oshiro, Florence Huihui, April Amina, Robert Huihui, Hira Lal Kaul, Helen Wise, Ms. Olsen, and Joy Mata.

B. How the Parents Participated:

1. Approximately 1 week prior to the scheduled event, Mrs. Wise, Mrs. Pada, and Mr. Huihui assisted the class with squeezing 3 boxes of lemons. They yielded 8 medium-sized ziplock bags of concentrated lemon juice. The juice was used to make lemonade and served as refreshment.

2. On November 13, a few parents arrived to assist the children with tying the shirts. Although samples of tie-dyed material were on display, it was difficult for the children and parents to predict and fully appreciate the designs that would be created by using the different sized strings, bands, hemp, and macrame pieces. This was a first experience for most of the children and parents. A number of parents asked the children for suggestions regarding were to make their ties.

3. On November 14, the parents assisted the children with the dying process. The parents participated with the children in: 1) preparing the dye solution, 2) encouraging the children to think about the dye patterns and helping them dip sections of their shirts in the different colored dye solutions, 3) rinsing the shirts in clear water, 4) removing the ties, and 5) hanging the shirts on rag tied hangers which had been prepared previously by the children.

4. A few parents helped to serve refreshments to the children and other parents.

5. Everyone enjoyed the refreshments with the children. The snack included egg salad sandwich with alfalfa sprouts. The eating of alfalfa sprouts was a new experience for all of the children.

6. A few days later, Mrs. Wise and Mrs. Pada assisted with ironing of the shirts.

C. Significant Highlights:

1. The parents appeared to be eager to do the tie dying. Several parents remarked: "Too bad the other parents didn't come today. They're really missing out!"

2. Ongevai's shirt was the first to be completed. His immediate response was, "Wow!" He appeared to be tickled with the results. Although the children had seen the teacher's tie-dyed shirt, it seemed as if the full realization of the design's beauty became a reality only after they could actually experience seeing the patterns that had been created.

3. The children and parents communicated freely with each other. Many different languages were spoken throughout the activity.

4. The parents wanted the children to tie the shirts that were set aside for the parents. They also credited the children for their design.

5. Many children helped other children. There was much teamwork.

6. The parents demonstrated a great deal of patience as they worked with the children. They supported them in a positive manner.

7. As the colored dye was poured over the area where there were plants growing, a few children questioned if the dye would affect the color of the plants.

8. The parents, teacher, EA, and children really enjoyed themselves!

9. The children who were in Mrs. Iwamuro's class last year stopped by to ask her why they did not have this activity when they were in her class. They were attracted by the shirts that were drying in the lanai area.

10. After everyone had left and the children were in the cafeteria, one parent remained and joined Mrs. Iwamuro and Mrs. Lewis for lunch.

D. Follow-up Activities and Plans:

1. Polaroid pictures were taken and stories were written to describe the activities featured in the pictures.

2. The children wrote stories in their journals focusing on what they did and how the parents helped them. They used their newly learned vocabulary words to express themselves.

3. The children will be wearing their tie-dyed T-Shirts whenever they go on field trips.

4. The parents will be invited to accompany the class on field trips and will be encouraged to wear their tie-dyed shirts.

HAWAII FOLLOW THROUGH PROJECT
A Parent/Child Interaction Activity: A Thanksgiving Luncheon
Palolo Elementary School

Teacher: Amy Suzuki
Educational Assistant: Duesdada Dudoit
Class/Grade: Room B-9, Grade 3
Date/Time: Thursday, November 20, 1980
10:00 a.m. - 12:00 noon

There are a number of Laotian children in B-9 who have never experienced having an American Thanksgiving dinner. Mrs. Suzuki felt that a Thanksgiving luncheon experience for these children and their parents would contribute towards their acculturation as well as making the language associated with Thanksgiving more meaningful. In addition to this, she believed that the luncheon would provide her with an opportunity to teach her children etiquette.

Mrs. Suzuki utilized a parent survey form which was summarized by CA Florence Huihui, to help her in contacting the parents who were available to assist with the activity. Mr. Loa, a parent, who had signed up for cooking, agreed to serve as chairperson for the activity. The menu included Samoan roast turkey, stuffing, gravy, tossed salad with french dressing, cranberries, bread, baked yam, fruit punch, and pumpkin pie.

A. Parent Participation: A total of 19 adults including 16 parents, 1 grandparent, 1 aunt, and 1 sister participated in the activity. They are Talasaga Loa, Prany Voravongseg, Patricia Peters, Phou Meksavanh, Souk Meksavanh, Abigail Aiu (aunt), Tracy Lilinoe, Jane Quiming, Carolyn Cooke, Edwina Santa Monica, Wakaya Fujimoto (grandmother), Bob Cooke, Fumi Horita, Carol Omoto, Sanamy Sundara (sister), Nou Phonhlumuondy, Salaia Vaiavai, Susan Wallace, and Thoummala Oupraxay.

B. How the Parents Participated:

1. Mr. Loa and his son, Mailei, joined Mrs. Suzuki in shopping for the ingredients and paper goods needed for the luncheon.

2. The day before the luncheon, Mr. Loa and several parents prepared the dishes for the luncheon. Mr. Loa thawed, cleaned, and stuffed the turkey. Mrs. Meksavanh, Mrs. Oupraxay, and Mrs. Voravongseg helped with chopping vegetables and pie making. Pie making was a new experience for the Laotian mothers.

3. Several parents assisted with setting up the luncheon service table.

4. Mr. Loa arrived early and carved the turkey. Mr. Loa went to his own physician for his tuberculin test.

5. Sanamy Sundara successfully encouraged a Laotian mother who was hesistant about coming because she didn't speak our language.

6. The parents wore the Indian and Pilgrim head pieces that were prepared by the children; this helped them feel "the spirit of Thanksgiving."

C. Significant Highlights:

1. Children made the invitation nametags for guests and themselves.

2. The Laotian parents enjoyed working with the children as they rolled the dough for the pie crust and chopped onions for the stuffing. Mrs. Oupraxay displayed a sense of humor as she told the children, "Look! I'm crying!"

3. A normally shy child whose parent was actively involved in the luncheon preparation seemed to be more open and verbal following the activity.

4. Mrs. Oupraxay, who English speaking vocabulary is slightly limited, told the teacher and other parents, "Talk to me because I understand some things that you say."

5. The parents were pleased to receive door prizes such as flour, sugar, and canned pumpkin, and other food items.

6. One parent donated the pie filling because she was unable to help.

7. The children served as hosts and hostesses for the luncheon. They introduced their parents to the teacher, EA, and others. They carried out appropriate etiquette during the luncheon. They were polite to each other and conversed in a quiet manner.

   Mrs. Suzuki had prepared them for the luncheon by contrasting an American luncheon with a luau. Behavior relative to time and place was emphasized. Prior to the luncheon, the children had role played the following situations: 1) excusing themselves from the table, 2) asking for second servings, 3) introducing their guests to the group. The term "good manners" seemed to have more meaning for the children.

8. The children assisted with the clean-up. The parents offered to help but it was refused because they were to be treated as guests. The parents seemed to enjoy conversing with the children, the teacher, and EA as well as with other parents.

D. Follow-up Activities and Plans

1. The children wrote stories to go with the pictures that were taken of the activity. The pages were compiled into a booklet.

2. The children discussed the luncheon and equated it with having a party at home. They realize that a party involves preparation, serving, and clean-up.

3. The activity reinforced understanding of the language associated with Thanksgiving. They discussed the words in the song that they sung.

4. The teacher plans to continue focusing on attitudes such as having respect, using good manners, etc. The luncheon provided the children with direct experiences and serve as a point of reference.

5. The chilren wrote "Thank you" letters to parents who were actively involved in the preparation of the luncheon.

6. Children worked on "Our Thanksgiving Luncheon" book, a compilation of children's drawings and reactions to the luncheon experience.

HAWAII FOLLOW THROUGH PROJECT
A Parent-Child Interaction Activity:
Parent Interaction Day with Indoor Learning Centers

Palolo School

Teachers: Lillian Chou and Masumi Sasaki
Educational Assistants: Duesdada Dudoit and Frances Cruz
Class/Grades: B-1, Grade 3; B-2, Grade 2
Date/Time: Tuesday, November 18, 1980
8:30 a.m. - 10:45 a.m.

The children and teachers have been referring to the parent-child interaction learning centers activity as the Parent Interaction Day. The learning centers event provided a means by which the parents could experience the kinds of experiences that the children were having in school.

Since a number of the children in the classrooms come from homes where spoken English is the second language, the teachers, Mrs. Chou and Mrs. Sasaki, selected for the learning centers activities that were non-language biased and non-threatening. They wanted the parents to feel comfortable as they interacted with the children.

The activites included: 1) bookmaking, 2) painting, 3) puppetry, 4) math games, 5) candy making, and 6) weaving.

A. Parent Participation: Twenty-three (23) parents participated in the Parent Interaction Day activity. Included were Shirley Tada, Ron Tada, Flora Jackson, Sheila Bachiller, Florence Huihui, Cynthia Young, Kathleen Chindarsi, Maka Tanele, Lovely Hind, April Amina, Sa'o Savea, Robert Huihui, Mabel Semeniak, Veronica Soriano, Finau Mafi, John Cho, Yvonne Nono, Jeannie Tayabas, Saysamone Inthasone, Khampha Peuangvongsa, May Au, Ululani Cho, and Aliitasi Mamea.

Visitors included: M. Suenaga, G. Fujiyoshi, and M. Gillespie.

B. How the Parents Participated:

1. The children were given a choice of 2 centers to work in. Each parent joined his/her child in working in the centers.

2. The parents made their own puppets which they could take home with them.

3. The children and parents worked cooperatively as they painted together. They discussed and agreed on what they would create. The children taught the parents how to use the materials set up for the activity. The parents learned how to use the sponge to remove excess water and paint from their brushes, when to use the three different sizes of brushes provided, and to blend the different

colored paints. Some parents wondered out loud why only 3 primary colors (red, blue, yellow, and white) were available. Their children again provided the answers.

4. Mrs. Pada, Mrs. Wise. and Mrs. Huihui (parents and CA) assisted with the preparation of snacks that were served in addition to setting up the tables.

5. The parents made peanut butter candy with the children. Mrs. Young and Mrs. Tayabas served as instructors for the candy making center.

6. Mrs. Mafi served as instructor for the weaving center. She taught the children and parents how to make a variety of objects out of coconut leaves.

7. The parents enjoyed the snacks with their children.

C. Significant Highlights:

1. The parents and children were impressed by Mrs. Mafi who explained and demonstrated how to make houses out of coconut fronds in such a way that the homes are warm and dry. She compared Tonga to Hawaii as the children and parents asked her many questions about Tonga.

2. The parents learned that peanut butter candy is fun to make, nutritious, and tasty.

3. The parents learned to make book covers that were to be used at a later date for special stories that the children had written or were to write. Several children were so pleased with their books that they had taken them home with them.

4. One grandparent worked with two of her grandchildren in the painting center.

5. The snacks included grapes, red and green apple wedges, celery and carrot sticks, oranges, sweet peppers, a variety of cheese and crackers, different types of bread such as wheat, rye, brown breads, and egg-curry dip for the vegetables. This was a new experience for many of the parents and children who had never eaten dark bread and cheese. This is one way in which the teachers hoped to help in facilitating the acculturation process for many of the children in their classes.

6. Prior to Parent Interaction Day, the children had learned about the vitamins and minerals in the different snacks. A math lesson developed as the teachers and the children calculated the cost of the ingredients together.

7. A former B 1/2 teacher was invited to the Parent Interaction Day

activity. Although her original intent was to assist the teachers, she became so interested in Mrs. Mafi's weaving center that she stayed and participated. She wrote a thank you note to the class. Following are some comments that she made:

- Activity was well organized and well planned
- Each person knew what to do
- Impressed by Mrs. Mafi
- Came to help but enjoyed it as a participant
- TV station should've filmed the event

8. It was exciting to see a father make a puppet with his daughter.

9. Since the activity was preceded by a parent-teacher conference in early November, the teachers were able to invite the parents to the Parent Interaction Day activity personally.

HAWAII FOLLOW THROUGH PROJECT
Kaewai and Kaiulani Schools

A Parent-Child Interaction Activity in the Selection of a Book

Classes: All Follow Through classes grades K-3

Workshop: "How to Help Your Child Select a Book"
Speaker: Dr. Margaret Gillespie
Date: January 28 and February 4, 1981
Time: 8:30 - 9:30 a.m.

Number of parents who attended workshop: 21

Book Fair: Children Select Books with Parents' or Parent Substitutes' Assistance
Dates: January 29 and 30; February 5, 1981
Time: 8:15 a.m. - 2:15 p.m.

Number of parents who participated in helping the children select their books: 35